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ABSTRACT

This material is intended to help state facilitators or developer/demonstrators locate the funding sources most likely to meet the needs of local education agencies (LEAs) as potential National Diffusion Network adopters. LEAs that have identified a specific need that may be met by one of the NDN programs would be encouraged to submit a grant proposal. Facilitators or developer/demonstrators would assist the LEAs in writing the proposal, budget preparation, and development of an implementation plan for the selected model. This procedure is outlined. A section on possible funding sources lists federally funded program categories. An example is given of the source of funding for Early Prevention of School Failure adoptions. Charts show the state, year, funding distribution, and use of funds. The last section of the guide presents three charts with information abbreviated and distilled from conversations with NDN members. The first chart of financial assistance policies is based on information from 78 state facilitator projects and shows direct services and services provided in cooperation with the host agency and/or agencies, institutions, and programs. The second chart shows the frequency of additional funding sources and services to LEAs. Chart three summarizes primary ways LEAs in Minnesota supported adoptions of exemplary projects in school year 1977-78. (Author/MLF)

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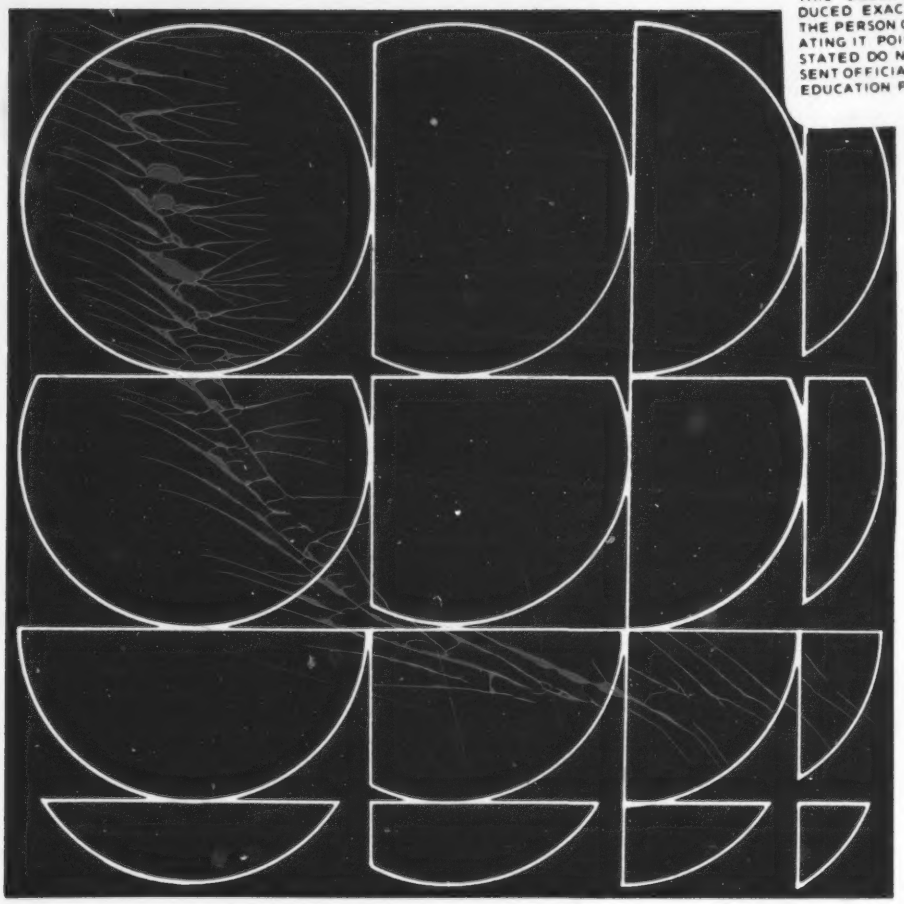

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ENHANCING THE FISCAL BASE

FOR

NDN ADOPTIONS

EA 010 928

I. INTRODUCTION

This material has been prepared and is presented in a manner that hopefully will provide you with some concrete ideas to consider in assisting potential adoption sites. The format is intended to be simple and straight forward. Successful fund-raising depends on your ability to know the needs of potential adopters and then locate the institutions or agencies which will supply funds to fulfill these needs. Your role as a state facilitator or developer/demonstrator is to locate the funding sources which are most likely to agree with what you and the potential adopters are suggesting.

Our research indicates that the federal funds that are allocated for educational programs are primarily used for development rather than adoptions. However, we were unable to fund any regulations that specifically use language prohibiting the use of funds for adoptions. Thus, it would appear that our real challenge is to play an active role in making people at the federal and state levels aware of the National Diffusion Network.

Each state, based on their own state plans for implementing federal funds for education, would be different. The receptivity to considering National Diffusion Network participation would be determined by knowledge, prior exposure and specific objectives of their state plans.

The only sure way that you can determine the feasibility of acquiring financial support for an adopter is to communicate directly with the appropriate people at the funding source. These contacts should allow you and these people to examine areas of mutual interest and ways you can help each other.

II. DETERMINING AVAILABILITY

We have constructed a series of suggested questions for your consideration in planning for these contacts. Please keep in mind that these questions are structured so that you can acquire specific kinds of information. This type of information is necessary for you to be able to successfully assist potential adopters.

SAMPLE INTERVIEW QUESTIONS FOR USE BY FACILITATORS

1. Do you know of the National Diffusion Network?
2. What do you know of the National Diffusion Network?
3. Are you aware that all programs in the National Diffusion Network have undergone stringent evaluation and have proven to be effective?

   Some of these exemplary programs focus on *(their area)*.
4. Under the present state plan for *(their area)* can you provide funds for the adoption of exemplary projects allowing people to take advantage of the programs in the National Diffusion Network.
5. Would you review the catalog of National Diffusion Network exemplary programs and identify those programs which you would like to see disseminated in this state?

SAMPLE INTERVIEW QUESTIONS FOR USE BY DEVELOPER/DEMONSTRATORS AND SCHOOL REPRESENTATIVES

1. Do you know of the National Diffusion Network?
2. What do you know of the National Diffusion Network?
3. Are you aware that all programs in the National Diffusion Network have undergone stringent evaluation and have proven to be effective.

   (name of program) is one of these exemplary programs.
4. Under the present state plan for *(their agency)* can you provide funds to assist a district in adopting an exemplary program?
5. Would you review these materials to consider this program for dissemination in this state?

III. INFORMATION TO SHARE WITH LEA'S ON ACCESSING AVAILABLE MONIES.

After determining that there is money available in an agency, the following procedures must be undertaken. The Facilitator or Developer/Demonstrator should offer guidance to a potential adopter attempting to implement these procedures.

LEAs which have identified a specific need that may be met by one of the NDN programs would be encouraged to submit a grant proposal. Facilitators or Developer/Demonstrators would assist the LEA in writing the proposal, budget preparation, and development of an implementation plan for the selected model.

OUTLINE OF PROCEDURES

Acquire the application form.

Familiarize yourself with the Request for Proposal or regulations for application.

Determine the funding criteria.

Set up management system to accomplish the task of writing the proposal as outlined by Dr. Saner. This will involve the following essential parts.

- Set time lines
- Delegation of authority
- Overview of project
- Assessment of needs
- Development of objectives
- Identification of activities
- List of Personnel
- List of equipment, materials, etc.
- Space needs
- Evaluation design
- Establish advisory committee
- Seek board approval
- Submit application

Each of the above activities implies the need for management skills, appropriate forms, and communications necessary to accomplish the task. Space here does not allow for elaboration on these but it is obvious that the tasks be properly delegated and systems firmly established. It is also essential to have good working knowledge of the rules and regulations that surround the particular program to be funded and base-touching with appropriate specialists at the district, county, intermediate, state, and federal levels. Obviously, the reward for this task well-done will be the final approval of the application and funding of the program. If a management system is devised to generate the program application and if the task force includes representatives of the local school units that have to implement the program, then the school district is well on its way to implementing and managing a successful program with strong commitment and pride on the part of those who participated in its development.

Dr. Philip R. Shaner is the Special Projects Director of the Paramount Unified School District in Paramount, California. He is also an educational consultant with Diversified Educational Services Council, Tustin, California.

POSSIBLE FUNDING SOURCES

Resources may include entitlement programs, competitive grants (federal and/or state), private funding (corporatives and foundations), liaison with the intermediate unit, municipal and/or county governments, other school districts, colleges and universities, community organizations, etc.

Federally funded program catagories are listed below. These programs can be a primary source of funds and many of them are administered by your State Educational Agencies.

Education Programs for the Handicapped

- Education of the Handicapped--Regional Resource Centers
- Education of the Handicapped--Deaf-Blind Center
- Education of the Handicapped--Early Childhood Education
- Education of the Handicapped--Research and Demonstration Field Initiated Studies
- Education of the Handicapped--Handicapped Physical Education and Recreation Research
- Education of the Handicapped--Instructional Media Services and Captioned Films
- Education of the Handicapped--Special Programs for Children with Specific Learning Disabilities
- Education of the Handicapped--Preschool and School Programs
- Educationally Deprived Children--Handicapped

Bilingual Education

- Bilingual Education Program
- Emergency School Aid Act--Bilingual/Bicultural Projects

Aid to Educationally Deprived Children

- Educationally Deprived Children--Local Education Agencies (ESEA Title I, Part A)
- Educationally Deprived Children--Migrants
- Educationally Deprived Children in State Administered Institutions Serving Neglected or Delinquent Children
- Educationally Deprived Children--Special Grants for Urban and Rural Schools (ESEA Title I - Part C)
- Educationally Deprived Children--Special Incentive Grants (ESEA Title I - Part B)
- Follow-Through

Desegregation Programs

- Emergency School Aid Act--Basic LEA Grants
- Emergency School Aid Act--Pilot Programs
- Emergency School Aid Act--Bilingual/Bicultural Project
- Emergency School Aid Act--Grants to Public or Nonprofit Private Organizations
- Emergency School Aid Act--Special Programs
- Civil Rights Technical Assistance and Training

School Aid to Federally Impacted Areas (SAFA)

- School Assistance in Federally Affected Areas School Construction Program
- School Assistance in Federally Affected Areas Maintenance and Operations

Right to Read

- Right to Read Program
- School Based Projects
- State Grant Program
- Reading Training on Public Television
- Reading Academies

Vocational Education

- Vocational Education--Basic Grants to States
- Vocational Education--Consumer and Homemaking
- Vocational Education--Cooperative Education
- Vocational Education--Special Program for Disadvantaged
- Vocational Education--State Advisory Councils
- Vocational Education--Work Study
- Vocational Education--Curriculum Development
- Vocational Education--Research and Personnel Training
- Vocational Education--Innovation (Exemplary Projects)

Environmental Education

- Environmental Education

Cultural Programs

- Promotion of the Arts--Federal-State Partnership
- Promotion of the Arts-Education Program
- Promotion of the Humanities-Education Projects (Elementary and Secondary)
- Foreign Curriculum Consultant Program
- National Humanities Faculty Programs
- Ethnic Heritage Studies Program

The Consolidated Programs

- Library and Learning Resources
- Educational Innovation and Support
- Strengthening Instruction Through Equipment and Minor Remodeling -- NDEA III
- Projects to Advance Creativity in Education
- Preschool, Elementary and Secondary Education Special Programs and Projects
- Dropout Prevention ESEA Title VIII
- Strengthening State Departments of Education -- Grants to States
- Strengthening State Departments of Education -- Grants to Special Projects
- Strengthening State Departments of Education -- Planning and Evaluation Grants

Training and Personnel Development

- Teacher Corps
- Bilingual Education Training Program
- Exceptional Children's Training Program
- Teachers for Indian Children Program
- Vocational Education Training--State Systems Program

Youth Programs

- LEAA--Improving and Strengthening State Law Enforcement
- Discretionary Grant Program

Educational Research

- Basic Research and Development

Adult Education

- Adult Education

Special Projects

- Metric Education
- Community Education
- Career Education
- Consumers Education
- Gifted and Talented Children
- Women's Educational Equity
- Elementary and Secondary Schools Arts Ed.
- Commissioner's Discretionary Programs

Alcohol and Drug Abuse Education

- Alcohol and Drug Abuse Education Program
- Drug Abuse Prevention Projects
- Grants for Drug Abuse, Prevention, Treatment and Rehabilitation
- Alcohol Abuse Youth Prevention Demonstrations

Indian Education

- Indian Education--Grants to LEAs
- Indian Education--Special Programs and Projects
- Indian Education--Adult Education
- Indian Education--Contracts with Indian School Boards
- Indian Employment Assistance
- Indian Education--Assistance to Non-Federal Schools

Nutrition and Food Programs

- School Health and Nutrition Program
- National School Lunch Program
- Special Milk Program for Children
- School Breakfast Program
- Nonfood Service Assistance for School Food Programs

Child Development

- Title XX--Social Services Amendments
- Child Welfare Research and Demonstration Grants

Revenue Sharing

- General Revenue Sharing
- Community Development Block Grants
- Manpower Block Grants

RESOURCE BOOKS:

1. The Federal Funding Guide for Elementary and Secondary Education
   Published by: Education Funding Research Council
   752 National Press Building, N.W.
   Washington, D.C. 20045

2. User's Guide to Funding Resources
   Published by: Chilton Book Company, Radnor, Pennsylvania 19089

Source of Funding for Early Prevention of School Failure Adopters

EPSF Adoptr District State	Year	Total Dollars per Student Budgeted for EPSF	Total Dollars received from Grants or other Sources	Source of Additional Funds for EPSF	Use of Funds for Project
Missouri #1	75-76	3.00	1341.60	none	
Missouri #2	75-76	-0-	.none	560.00 + 661.76	661.70 - Training 560.00 - Materials
Missouri #3	75-76	-0-	1212.15	none	509.23 - Training 560.00 - Materials 42.88 - Other
Missouri #4	75-76	-0-	1319.52	none	975.55 - Materials
Missouri #5	75-76	1.03	540.00	6000.00 from Dept. for L.D. Teacher Salary	720.00 - Training 70.00 - Materials
South Carolina #1	75-76	cost absorbed through regular budget	none	none	436.00 - Materials
South Carolina #2	75-76	200.00	4000.00	none	
South Carolina #3	75-76	944.00	9023.00	Local Budget	100.00 - Materials 665 00 - Others
Connecticut #1	75-76	3.00	420.30	none	350.00 - Training 69.50- Materials
Ohio #1	75-76	100.00 +	200.00	none	
Ohio #2	75-76	none	none	Facilitators Fund	644.00 - Training 70.00 - Materials
Ohio #3	75-76	.50	239.50	Title I Funds	325.00 - Materials 25.00 - Other
Ohio #4	75-76	1500.00	550.00	none	
Ohio #5	76-77	-0-	7981.00		
Ohio #6	76-77	.50	9347.00	Title I & Disadvantaged Pupil Program Fund	

Source of Funding for Early Prevention of School Failure Adopters

EPSF Adoptr District State	Year	Total Dollars per Student Budgeted for EPSF	Total Dollars received from Grants or other Sources	Source of Additional Funds for EPSF	Use of Funds for Project
Ohio # 7	76-77	N/A	11,710.00	N/A	
Ohio #8	76-77	3400.00	7900.00	none	
Ohio #9	76-77	5.00	8565.00	South West Local Board of Ed.	750.00 - Training
Ohio # 10	76-77	-0-	7769.00	none	885.00 - Training 1303.00 - Materials 2925.00 - Equipment
Ohio # 11	76-77	N/A	13,563.00	none	
Ohio # 12	76-77	-0-	7981.00	none	
Ohio # 13	76-77	-0-	10,389.00	N/A	
Ohio # 14	76-77	-0-	6990.30	Kindergarten's Mother Club	200.00 - Materials 200.00 - Other
Ohio # 15	76-77	.50	9347.00	Title I & II Funds	
Ohio # 16	76-77	-0-	7200.00	none	
Illinois # 1	75-76	14.00	none	none	850.00 - Training 200.00 - Materials
Illinois # 2	75-76	none	none	none	170.80 - Training 89.50 - Materials
Illinois # 3	75-76	70.00 (summer Title I)	5902.00	none	
Illinois # 4	75-76	4500.00	2500.00	none	
Illinois # 5	75-76	223.71	201.00	none	
Illinois # 6	75-76	-0-	-0-	None	
Illinois # 7	75-76	236.25	-0-	none	160.00 - Training 160.00 - Materials

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Source of Funding for Early Prevention of School Failure Adopters

EPSF Adoptr District State	Year	Total Dollars per Student Budgeted for EPSF	Total Dollars received from Grants or other Sources	Source of Additional Funds for EPSF	Use of Funds for Project
Illinois # 8	76-77	63.26	none	Dist. #117	12,152.00 - Training 500.00 - Materials
Illinois # 9	76-77	33.40	none	none	642.00 - Training 224.00 - Materials
Illinois # 10	76-77	228.50	none	none	450.00 - Training 2000.00 - Materials 14,400.00 - Salaries
Illinois # 11	76-77	103.70	none	none	
Illinois # 12	76-77	5000.00	5000.00	Title IV, part c	87.00 - Training 1962.84 - Materials 2940.00 - Other
Illinois # 13	76-77	-0-	-0-	none	518.00 - Training 185.00 - Materials
Illinois # 14	76-77	-0-	29,735.00	Title IV	95.00 - Materials 22,035.00 - Salaries
New Mexico # 1	75-76	50.00	-0-	Title I, REPSAC (outreach program)	897.00 - Other
New Mexico # 2	76-77	-0-	-0-	none	840.00 - Training 400.00 - Material
Michigan # 1	75-76	7000.00	541.00	Project Inform	
Tennessee # 1	76-77	-0-	2876.25	none	1891.00 - Training 985.00 - Material
Wisconsin # 1	76-77	3.30	-0-	none	500.00 - Material
North Carolina # 1	76-77	none	7900.00	none	1095.62 - Training 3791.38 - Material 22,314.00 - Other

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Source of Funding for Early Prevention of School Failure Adopters

EPSF Adoptr District State	Year	Total Dollars per Student Budgeted for EPSF	Total Dollars received from Grants or other Sources	Source of Additional Funds for EPSF	Use of Funds for Project
Utah # 1	76-77	none	200.00	none	200.00 - Materials 6500.00 - Salaries

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"By God, gentlemen, I believe we've found it—the Fountain of Funding!"

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ENHANCING THE FISCAL BASE FOR NDN ADOPTIONS
State Facilitator Perspectives

NDN Midwinter Conferences, 1978, Kansas City, MO

Panel members: Diane Lassman, Thel Kocher
S.E. Minnesota Facilitator Staff

The information in charts I and II is abbreviated and distilled from conversations with Network members and from a review of the State Facilitator Profile manual (Volume III, Winter 1977) prepared by the Ed Materials/Support Center of the Far West Laboratory. Although the information is not comprehensive, it indicates a wide variety of resources presently available to public and non-public Local Education Agencies. One purpose of this session is to share information across Network projects. Another is to identify, together, additional resources for LEAs.

Chart III summarizes primary ways LEAs in one state(Minnesota) supported adoptions of exemplary projects in school year 1977-78. The information was gathered from the three Minnesota Facilitator Projects by Dr. Russell Schmidt, evaluator, whose work was supported by Title IV,C funds.

CHART I FINANCIAL ASSISTANCE POLICIES: State Facilitators

A Sample of Resources available to Local Education Agencies: 1) direct services and 2) services provided in cooperation with the host agency and/or other agencies, institutions, programs.
(information from 78 State Facilitator Projects)

1. Direct Services

   All Facilitator Projects engage in a partnership relationship (D/D, SF, LEA) to serve LEAs, public and non-public. The kinds of support and the levels of support vary across Facilitator Projects. For example some projects offer direct financial assistance through the awareness phases, some offer such support for training only. Types of assistance cited most often include: travel and per diem costs for D/Ds and LEA personnel, costs involved in Awareness and Training Workshops, additional staff development for adopting staff, release time for teachers. Assistance from Facilitator Staff to LEAs mentioned frequently include program selection, planning and development; identification of sources of funding for adoptions and proposal development.

2. Services provided in cooperation with the host agency and/or other agencies, institutions, programs

   a. What might be categorized as information support services were listed often by the Facilitators. LEAs are helped to access the following information resources:

      .State Capacity Building Projects
      .Other state dissemination activities, including Regional Dissemination Centers, State Resource Files, Vocational Technical Information Centers
      .ERIC and other computerized information sources
      .College and University libraries, information centers
      .Inter-state dissemination projects (Regional Exchanges at Labs and Centers)

   b. LEAs are linked to many personnel and financial resources of State Departments of Education. Title IV and Title I were cited most frequently. Other departments/divisions include Special Education/ Vocational Education; Right to Read; Corrections; Instruction and Curriculum.

   c. A variety of resources from several types of organizations are linked to LEAs and include: Intermediate Agencies (regional units) in a state; colleges and universities; Teacher Centers; federal projects; Migrant Service Centers.

   d. Organizations also cited are State School Board Associations; State PTAs; Local School Boards; Local PTAs; and professional organizations such as ASCD, NEA, AFT.

CHART II FINANCIAL ASSISTANCE POLICIES: State Facilitators
A Sample of Additional Funding Sources and Services to LEAs
(information from 78 State Facilitator Projects)

	Frequency
Title IV,C (s)	42
Title I (s)	35
Special Education Funds (IVD, Vocational Rehabilitation) (s)	15
Local School Funds	12
Vocational Education (s)	6
Career Ed (mini-grants) (s)	5
Right to Read (s)	5
Title IV,B (s)	4
Staff Development/In-Service Funds (s)	4
Bilingual Ed (Title I, Title VII) (s)	4
Migrant Ed (s)	4
CESA (s)	4
Private Foundation Funds	4
Department of Human Resources (s)	4
General Assistance Centers (s)	4
Title VI, ESAA Gifted	3
Federal Resources (NIE)	3
Regional Exchanges at Labs/Centers (RDX/NIE)	3
Other SEA (s)	2
Adult and Continuing Ed (l,s)	2
Reading Improvement Act	1
Mini-grant Program (s)	1
County Commissioners	1
Grants for Exceptional Children (s)	1
Research and Development Program (s)	1
Desegregation Centers (s)	1
Title IV Vocational Guidance Services (s)	1
Urban Education Project (CEMREL)	1
Arts and Humanities Grants (s)	1
Title VI (s)	1
Title XIV, B (s)	1
Community Services	1
Community Ed Funds (l)	1

CHART III
Minnesota Facilitator Projects:
Adoption Occurance Matrix by Complexity, Nature, Accreditation and Funding

COMPLEXITY

NATURE	HIGH TOT	HIGH RPL	HIGH LEA	MODERATE TOT	MODERATE RPL	MODERATE LEA	LOW TOT	LOW RPL	LOW LEA	TOTAL	
MNV				2	2					2	
Add-On JDRP	13	9	4	6	2	4				19	33
MNV/JDRP	11	6	5	1	1					12	
MNV	4		4	4		4	4	1	3	12	
Replacement JDRP	6		6	1		1				7	25
MNV/JDRP	6		6							6	
MNV				4	3	1				4	
Infused JDRP	22	17	5	7	2	5	42	3	39	71	75
MNV/JDRP											
		32	30		10	15		4	42		
TOTALS		62			25			46		133	